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ABSTRACT

The Second Annual Survey of Certification and Employment Standards for Educational Administrators reviewed the standards for the preparation, certification, and employment of educational administrators set by state boards of education, school districts, and institutions of higher education offering graduate programs in educational administration. Conducted during the 1985-86 school year, the survey obtained responses from 41 of 52 state agencies, 18 of 40 large public school districts, and 65 of 100 institutions of higher education. Comparison of the data with those from the previous year's survey suggested that efforts to change standards for educational administrators were undertaken by approximately 20 percent of the respondents. The survey reviewed the extent to which policies involved specific competencies, the use of examinations, the assessment of performance, requirements for field experience, requirements for classroom teaching experience, and standards for professional development. The most dynamic trends were toward the mandating of continuing education requirements by state agencies and toward the implementation by school districts and universities of programs to meet this demand. Standards in virtually all categories were being raised. The survey also found that only 16 of the reporting states engaged in interstate reciprocity with respect to certification of administrators. (PGD)

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MAPPING A DYNAMIC FIELD:
RESULTS FROM THE SECOND ANNUAL
SURVEY OF CERTIFICATION
AND EMPLOYMENT STANDARDS
FOR EDUCATIONAL ADMINISTRATORS

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By Richard P. Gousha, Peter L. LoPresti, and Alan H. Jones

Results of the Second Annual Survey of Certification and Employment Standards for Educational Administrators suggest that the dynamism shown in preparation, certification, and employment policies relative to educational administrators during the first half of the 1980s has continued apace during the past year. In the First Annual Survey of Certification and Employment Standards for Educational Administrators, conducted during the 1984-85 school year, responses indicated that 89 percent of the state departments of education, school districts, and colleges and universities participating in the survey had either altered or were seriously considering changes in their standards, criteria, and procedures for school administrators during the first half of the decade. This pattern of dynamism was reflected by reports of change from 84 percent of the state departments of education (33 of 39 responding), 88 percent of the large public school districts (14 of 16 responding), and 92 percent of the colleges

and universities (48 of 52 responding).

Data from the Second Annual Survey, conducted during the 1985-86 school year, show that approximately 20 percent of the respondents from the previous year have proceeded with additional alterations in the standards they employ for preparation, certification, or employment of educational administrators. Such changes were reported by six states, one school district, and 14 institutions of higher education. A pattern of 20 percent change in any given year would suggest, if it persists over time, that by the end of the second half of the 1980s nearly all of the state departments of education, school districts, and colleges and universities will have experienced some change in their standards relative to preparation, certification, and employment of educational administrators.

Over the two years a total of 144 respondents have participated in the surveys, reflecting a 75 percent return rate. Completed surveys have been received from 47 of 52 state agencies (the 50 states plus the District of Columbia and Puerto Rico), from 22 of 40 large public school district offices, and from 75 of 100 institutions of higher education offering graduate programs in educational administration. In the initial survey 107 responses were received, while the second year 124 participants were recorded, providing 144 different reporting parties over the two years.

Specific patterns of response to the Second Annual Survey, with comparisons to the data from the previous year, are reported below

for each of the three categories of respondent -- state departments of education, large public school districts, and institutions of higher education -- with respect to such areas of concern as standards, competencies, examinations, performance assessment, field experience, teaching experience, and staff development requirements for educational administrators.

STATE DEPARTMENTS OF EDUCATION

A total of 47 state offices of education have responded to the survey at least one of the past two years. Thirty-nine states participated in the First Annual Survey, while 41 responded the second year. Information has also been available through publications of the National Association of State Directors of Teacher Education and Certification for those few states not responding.

All 52 state departments of education have or are in the process of implementing state standards for the certification of educational administrators. Fifty-one of the agencies have had such requirements in place throughout the 1980s, and new legislation adopted this past year in Michigan will create such certification procedures for full implementation by 1989. Six states report that they have undertaken significant changes in their credentialing standards for educational administrators during the past year. In addition to the new law in Michigan, such changes have focused most particularly on creation of staff development requirements, as will be noted below.

Competencies

While all state departments of education have or shortly will have certification standards for educational administrators, only 20 of them report having specific competencies which are required to obtain such certification. During the past year only one state agency indicated that it had made a change toward development of more specific competencies for use in certification.

Examinations

Of the 52 states, only 13 employ some form of examination as part of their certification requirements for educational administrators. This number has increased during the past year, as three additional states have adopted examination procedures -- in one instance the state will employ the administrative examination from the National Teachers Examination battery, while the other two are initiating a written examination of their own design.

Performance Assessment

Currently only nine states require some form of performance assessment prior to certification of educational administrators. During the past year only one state has undertaken any change in this area of activity.

Field Experience

Exactly half of the states require some form of field experience

on the part of applicants for certification as educational administrators. During the past year this number has increased from 23 to 26, as three states have adopted internship requirements as part of their certification procedures.

Classroom Teaching

A total of 39 of the 52 states require that applicants for certification as educational administrators have some classroom teaching experience. Three states have altered such requirements during the past year, in each instance increasing such expectations to some degree. The most common requirement used by states calls for three years of teaching experience.

Staff Development

The most active area of change in state certification requirements for educational administrators during the past year has concerned expectations of staff development for individuals already so certified. Six states have either implemented or increased such requirements, making a total of 25 of the 52 states which now mandate some form of continuing education for educational administrators employed in their schools.

Reciprocity

Only 16 of the states participate in some form of interstate reciprocity with respect to certification of educational administrators, and no change was reported in this area by any of the states this past

year.

SCHOOL DISTRICTS

The 22 large public school districts which have responded to the survey either of the years are all members of the Council of Great City Schools, and are located in some 16 states ranging geographically from coast to coast. Sixteen responded to the First Annual Survey and 18 the second year.

Twenty-one of the 22 report that there are state standards for certification of educational administrators in their state, the lone exception being Detroit, since Michigan is yet to implement the new legislation passed in that state. Eighteen of the 22 indicate that the school district in question has standards for employment of educational administrators which surpass the state certification standards. In two cases these more stringent district standards were adopted during the past year.

Competencies

Sixteen of the 22 school districts report that they employ specific competencies as part of their employment standards for educational administrators, and in two cases such competencies have been revised during the past year. In each instance it is implied that such competencies are more stringent and more specific than state certification requirements in the affected states.

Examinations

Fourteen of the 22 school districts utilize some form of examination in screening educational administrators for employment. Two of the districts have made changes in their examination procedures in the past year, one having developed a new interview procedure and the other implementing for the first time a promotional examination.

Performance Assessment

Twelve of the districts employ some form of performance assessment as part of their employment procedures relative to educational administrators. In three cases such procedures have been altered this past year through the creation of local assessment centers and the development of requirements relative to appropriate service prior to application for employment as an educational administrator.

Field Experience

Fourteen of the school districts have requirements relative to specific field experience as part of their employment criteria for educational administrators. No changes were reported in this area by any districts during the past year.

Classroom Teaching

Eighteen of the 22 districts have requirements that candidates for educational administration positions must have previous experience as classroom teachers. No changes were reported by any of the districts

in such requirements over the past year.

Staff Development

Seventeen of the school districts currently require some form of staff development for educational administrators in their employment, and this number increased from 15 during the past year as two districts implemented new staff development requirements.

INSTITUTIONS OF HIGHER EDUCATION

The 75 institutions of higher education with graduate programs in educational administration which have responded to the survey these past two years are located in 42 states across the nation. Sixty-four of the universities are state-supported institutions, while 11 are private universities. Fifty-two of them responded to the First Annual Survey, while 65 participated the second year. A total of 100 colleges and universities were solicited for responses (80 public and 20 private), so the participation over two years involves a 75 percent return.

Seventy-two of the institutions report that their states employ certification requirements for educational administrators; the three exceptions are in Michigan, where newly legislated state standards will not go into effect until 1989. Fourteen of the universities report that there have been changes during the past year in state certification standards and requirements in their state. Such indications came from institutions in 11 different states.

Of the 75 institutions, 50 report that they have standards for their graduate degree programs in educational administration which exceed state certification standards in their states. Ten of the institutions indicate that they have made changes in those program standards within the past year.

Competencies

While all 75 institutions responding are involved in the preparation of educational administrators at the graduate level, and two-thirds indicate that they have program standards which exceed state certification requirements for educational administrators, only 46 of the colleges and universities in the sample report that they have specific competencies which must be met as part of their programs. Ten of those institutions indicate that they have added or changed such competencies within the last year, with such changes ranging from altering specific competencies to adding new courses.

Examinations

Forty-eight of the 75 institutions report that some form of examination is used as a screening device for either entry to or exit from their graduate programs for educational administrators. In only one instance did an institution indicate that any change has been made in its examination procedures during the past year; that institution has added a knowledge examination related to the field of educational

administration.

Performance Assessment

Sixty-two of the 75 universities indicate that they employ some kind of performance assessment within their graduate programs in educational administration. In six cases the responses indicate that changes have been made in performance assessment procedures in the past year.

Field Experience

Sixty-two institutions also utilize some form of field experience as part of their graduate training for educational administrators, with the most common being an internship. Ten of the universities report that they have made changes in their field experience requirements within the past year, with several of those adding internships to their previous program expectations.

Classroom Teaching

Thirty-nine of the 75 universities report that they require prior classroom teaching experience for entrance to their graduate programs in educational administration, and four institutions have added such requirements within the past year. In addition, many of the universities which do not specifically require such teaching experience indicate that they urge all candidates to have such experience because it is so commonly a requirement for state certification and for employment with school districts.

Staff Development

Forty-six of the 75 universities responding to the survey report that they offer staff development courses, workshops, and programs for educational administrators employed within their service area. In 12 cases institutions indicated that they have initiated or altered such staff development offerings within the past year, in many cases because of new state requirements for continuing education for educational administrators or in order to meet the needs of neighboring school districts.

SUMMARY AND CONCLUSIONS

It appears that the dynamic nature of preparation, certification, and employment standards for educational administrators continues apace into the second half of the 1980s. Responses to this Second Annual Survey reveal that changes have been made in such standards, as well as in various procedures related to the implementation of standards, at approximately 20 percent of the state departments of education, large public school districts, and institutions of higher education participating in the survey. While such alterations are proportionately more frequent among universities and state agencies, some changes have been reported by school districts as well.

The frequency of change reported in the 1985-86 school year is quite consistent with that revealed for the first half of the 1980s by the First Annual Survey. Data collected at that time

indicated that 89 percent of responding agencies, districts, and institutions had experienced change during the 1980 to 1985 period. If the pattern of 20 percent change in a year revealed in 1985-86 continues throughout the second half of the decade, one could anticipate that some change will occur in standards and procedures at all institutions involved in the preparation, certification, and employment of educational administrators by 1990. While it is likely that such continuing change will not be distributed that evenly among all involved institutions, it still appears fair to describe the field of educational administration as dynamic based on data thus far this decade.

With respect to responses from the Second Annual Survey, it appears that currently the single most dynamic aspect of the educational administration field is staff development. There is a clear trend toward the mandating of continuing education requirements by states for persons holding credentials as educational administrators, and in response to such mandates both universities and school districts are developing and implementing staff development programs.

Changes are also being undertaken by state agencies, school districts, and universities with respect to the articulation of standards, the definition of competencies, the use of examinations, and requirements for performance assessment, field experience, and classroom teaching experience as each impacts upon persons seeking preparation, certification, and employment as an educational administrator. In nearly every instance such changes represent

increases in, or an upgrading of previous requirements. In neither the First or Second Annual Survey has any responding institution reported on a change involving lessening of standards or procedures for preparation, certification, or employment of educational administrators. It seems clear that educational administration is becoming a more demanding field during the 1980s.

FURTHER INFORMATION

Additional information concerning data collected and results reported from either the First or Second Annual Surveys of Certification and Employment Standards for Educational Administrators may be obtained by contacting: Dr. Alan H. Jones, Publisher and Executive Editor, Prakken Publications, Inc., Post Office Box 8623, Ann Arbor, Michigan 48107; telephone (313)-769-1211.

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